

# **BLenheim ELEMENTARY/MIDDLE**

P.O. Box 8  
Blenheim, SC 29516

**GRADES** PK-8 Middle School

**ENROLLMENT** 379 Students

**PRINCIPAL** Mr. Fred Thomas 843-528-3262

**SUPERINTENDENT** Dr. David Sherbine 843-479-4016

**BOARD CHAIR** Ronald B. Henegan 843-479-7838

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	2	29	12

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

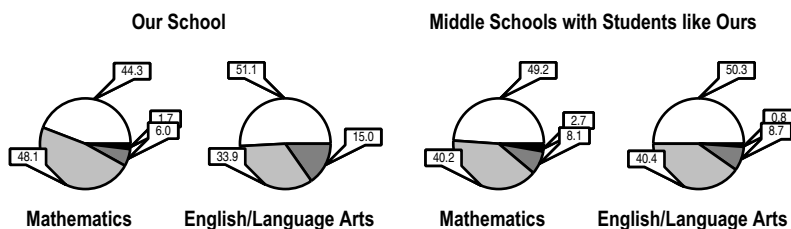
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**





**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
 <b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
 <b>Proficient</b>	Well prepared to work at next grade level; met expectations
 <b>Basic</b>	Met standards; minimally prepared, can go to next grade level
 <b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	18	29	17
Percent satisfied with learning environment	61.1%	67.9%	82.4%
Percent satisfied with social and physical environment	72.2%	67.9%	47.1%
Percent satisfied with home-school relations	50.0%	82.8%	52.9%



PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	253	99.2	51.1	33.9	15.0	N/A	15.0	17.6
Gender								
Male	127	99.2	62.6	27.8	9.6	N/A	9.6	17.6
Female	126	99.2	39.8	39.8	20.3	N/A	20.3	17.6
Racial/Ethnic Group								
White	132	98.5	46.7	36.7	16.7	N/A	16.7	17.6
African-American	119	100.0	56.8	29.7	13.5	N/A	13.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	220	99.5	50.6	34.2	15.2	N/A	15.2	17.6
Disabled	33	97.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	253	99.2	51.1	33.9	15.0	N/A	15.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	253	99.2	51.1	33.9	15.0	N/A	15.0	17.6
Socio-Economic Status								
Subsidized meals	205	99.0	52.9	35.1	12.0	N/A	12.0	17.6
Full-pay meals	47	100.0	42.9	28.6	28.6	N/A	28.6	17.6

Mathematics								
All students	253	99.6	44.3	48.1	6.0	1.7	7.7	15.5
Gender								
Male	127	99.2	44.0	47.4	6.0	2.6	8.6	15.5
Female	126	100.0	44.5	48.7	5.9	0.8	6.7	15.5
Racial/Ethnic Group								
White	132	100.0	41.0	52.5	4.9	1.6	6.6	15.5
African-American	119	99.2	48.6	43.2	6.3	1.8	8.1	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	220	99.5	43.8	48.5	6.0	1.7	7.7	15.5
Disabled	33	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	253	99.6	44.3	48.1	6.0	1.7	7.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	253	99.6	44.3	48.1	6.0	1.7	7.7	15.5
Socio-Economic Status								
Subsidized meals	205	99.5	47.2	46.1	4.7	2.1	6.7	15.5
Full-pay meals	47	100.0	31.0	57.1	11.9	N/A	11.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	49	N/A	30.6	49.0	20.4	N/A	20.4
	Grade 4	45	N/A	33.3	46.7	20.0	N/A	20.0
	Grade 5	33	N/A	27.3	51.5	21.2	N/A	21.2
	Grade 6	26	N/A	37.5	54.2	4.2	4.2	8.3
	Grade 7	34	N/A	58.8	41.2	N/A	N/A	N/A
	Grade 8	15	N/A	80.0	13.3	6.7	N/A	6.7
2003	Grade 3	47	100.0	34.8	32.6	32.6	N/A	32.6
	Grade 4	56	98.2	50.0	33.3	16.7	N/A	16.7
	Grade 5	56	100.0	47.1	43.1	9.8	N/A	9.8
	Grade 6	32	100.0	55.6	29.6	14.8	N/A	14.8
	Grade 7	24	100.0	52.4	42.9	4.8	N/A	4.8
	Grade 8	38	97.4	76.5	20.6	2.9	N/A	2.9

Mathematics								
2002	Grade 3	49	N/A	34.7	49.0	12.2	4.1	16.3
	Grade 4	45	N/A	37.8	40.0	17.8	4.4	22.2
	Grade 5	33	N/A	54.5	36.4	6.1	3.0	9.1
	Grade 6	26	N/A	45.8	50.0	4.2	N/A	4.2
	Grade 7	34	N/A	70.6	29.4	N/A	N/A	N/A
	Grade 8	15	N/A	80.0	20.0	N/A	N/A	N/A
2003	Grade 3	47	100.0	30.4	67.4	2.2	N/A	2.2
	Grade 4	56	100.0	45.5	49.1	3.6	1.8	5.5
	Grade 5	56	100.0	49.0	43.1	7.8	N/A	7.8
	Grade 6	32	100.0	40.7	40.7	11.1	7.4	18.5
	Grade 7	24	95.8	38.1	52.4	9.5	N/A	9.5
	Grade 8	38	100.0	60.0	31.4	5.7	2.9	8.6



SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 379)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	7.2%	14.4%
Retention rate	3.9%	Down from 4.0%	3.9%	2.3%
Attendance rate	94.5%	Down from 96.2%	94.8%	95.2%
Eligible for gifted and talented	5.3%	Up from 4.6%	5.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.5%	Down from 10.7%	16.7%	14.1%
Older than usual for grade	4.2%	Up from 3.8%	8.0%	4.9%
Suspended or expelled	4.0%	Up from 2.2%	2.0%	1.3%
Annual dropout rate	1.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	75.0%	Up from 68.0%	46.7%	47.1%
Continuing contract teachers	95.8%	Up from 88.0%	76.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	Down from 89.7%	79.6%	84.3%
Teacher attendance rate	94.3%	Up from 93.9%	94.3%	95.0%
Average teacher salary	\$39,939	Up 1.2%	\$38,777	\$39,924
Prof. development days/teacher	16.7 days	Up from 15.6 days	10.9 days	10.7 days

School				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio	21.1 to 1	Up from 18.4 to 1	18.4 to 1	21.0 to 1
Prime instructional time	85.2%	Down from 87.0%	86.9%	88.9%
Dollars spent per pupil*	\$5,700	Up 14.2%	\$6,519	\$5,854
Percent spent on teacher salaries*	65.7%	Down from 67.7%	59.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	65.1%	Down from 99.0%	87.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Blenheim Elementary/Middle School, hereafter referred to as BEMS, housed 399 students in grades Pre-Kindergarten through 8 during the 2002-03 school year. There were 19 heterogeneous homerooms in this span. The school is located in a rural, close-knit community with positive and supportive parents, especially in the primary grades. Business partnerships increased by 20% during the 2002-03 school year and were instrumental in securing new playground equipment for both school buildings at BEMS.

The major academic focus during the year was the teaching of the South Carolina Academic Standards at all grade levels. Emphasis continued on reading readiness in the early childhood grades. BEMS went through the 10-year accreditation process from the Southern Association of Colleges and Schools and received an accredited status. In addition, SACS made some recommendations that, hopefully, will be acted upon by the school district and benefit the students and faculty at BEMS.

PACT data showed random improvements and decreases in English/language arts and math in grades 3-6. A major decline was shown in the PACT data for grades 7-8. This resulted in an unsatisfactory rating for the middle school grades. As a result, the State Department of Education sent an external review team to review all aspects of the middle school area and make recommendations for improvement. Part of these recommendations included providing teacher specialists on-site in the areas of science, English/language arts, and math. These individuals will be providing valuable assistance to faculty members, which hopefully will increase student achievement. In addition, a curriculum specialist will be in place to help focus the entire middle school curriculum on improving PACT scores.

Expectations remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process. Students will benefit from teachers who have positive attitudes, great work ethics, are team players, and are willing to put in the time and effort to make sure that children are successful in their classroom.

It is the hope of the administration that the faculty and staff will renew their commitment to teaching children to the best of their ability and take seriously the tremendous responsibility they have in developing the children of today into the leaders of tomorrow.

Mr. Larry Lee, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.